

**DISTRICT OF COLUMBIA PUBLIC PLAN FOR TITLE II
REPORTING REQUIREMENTS OF THE HIGHER EDUCATION ACT
(SECTIONS 207 AND 208)**

ABSTRACT OF REVISIONS OF 11/20/00

The Title II State Plan Review Checklist in response to the following:

Item 2: Is the collaboration process described?

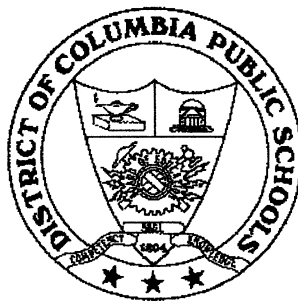
- a) Description could include such items as focus groups of IHEs, other meetings with IHEs, email, list serves, fax, videoconferences, teleconferences, etc.
(Pages 4-5) Representatives from the IHEs were requested to provide comments on the District's Title II Plan.

Item 6: Does the plan identify?

- a) Academic year and test closure date?
(Page 7) The closing date for test closure is August 31, 2000
- b) What information IHEs will receive to verify pass rate data (e.g. will the testing agency or the state provide linked data to the IHE)?
(Page 11) The Educational Testing Service will include the scores of the individual program completers on the website. A preliminary report will be issued. Alternative information will be provided to the IHEs separately.

APPENDIX F - LICENSURE AREAS PRAXIS I (ADDED)

District of Columbia Plan for Title II Reporting Requirements of the Higher Education Act (Sections 207 and 208)



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Superintendent of Schools
Chief State School Officer

October 6, 2000

(Revised 11/20/2000)

District of Columbia Board of Education

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The District of Columbia Plan for Title II Reporting Requirements of the Higher Education Act

Introduction

Educational reform has become the focal point for our nation and its ability to prepare today's youth for the challenges of tomorrow. As a part of that reform effort, researchers and members of the educational community have continued to examine the quality of our nation's teaching force as it relates to student achievement.

The District of Columbia Public Schools has implemented a series of policies and programs to ensure that the requirements for applicants entering into the teaching profession are highly rigorous and consistent with what students should be able to do. To this end, the school district has revised its standards for student and teacher accountability to include:

- Implementing content standards in K-12 education and a standardized testing program (Stanford 9) that complements those standards;
- Updating the teacher and principal evaluation process;
- Enhancing the professional development program for educators including preparation for National Board Certification;
- Strengthening the requirements for teacher licensing to include national assessments (Praxis Series: Professional Assessments for Beginning Teachers) and completion of professional education and content requirements; and
- Adopting national standards (NCATE/ specialty organizations) for the review of teacher education programs as a part of the accreditation process in the District.

State certification (licensure) is a process whereby the state officially attests and assures that an applicant meets the stipulated educational and experiential requirements for teaching a specified subject or course of study. Specifically, it involves a set of sanctioned standards (licenses) and the application of the standards in determining whether applicants meet the minimum competencies for the issuance of a teaching certificate for employment within and outside (reciprocity) of the District of Columbia.

On December 7, 1974, the District of Columbia was authorized to enter into the Interstate Agreement on Qualification of Educational Personnel by Public Law 93-515 (D.C. Code, Title 31, Section 31-1801). The Interstate Compact Agreement has been adopted by more than 35 states including the Department of Defense Schools. It is designed to provide an efficient means of bridging the substantive and procedural variances for the qualification of teachers and other educators without affecting the autonomy of the individual state system. The comparability of the standards are reviewed on a regular basis and signed for a five-year period. The process for approving teacher education programs in the District of Columbia began in 1975. Currently, seven institutions of higher education maintain teacher education programs that are reviewed every five years. The state agency focuses on activities that ensure that colleges and universities have instituted teacher preparation programs that are in accordance with state standards and that will result in the production of highly qualified teachers for the state.

These programs must consist of rigorous standards for graduates to be eligible for state licensing. Activities to enhance teacher quality and ensure compliance include:

- Meeting quarterly with the local deans of the teacher education programs to share information about programs and initiatives implemented in the District of Columbia Public Schools;
- Administering the Interstate Compact Agreement for interstate reciprocity;
- Monitoring the seven teacher education programs of the institutions of higher education in the District of Columbia;
- Maintaining membership with other national accrediting organizations (i.e., National Council for Accreditation of Teacher Education (NCATE), and National Association of State Directors of Teacher Education (NASD/TEC); and
- Collaborating with other national organizations of teacher education to keep abreast of current information and maintain state standards (i.e., Association of Teacher Educators, American Association of Colleges for Teacher Education and the Northeast Regional Laboratory).

The District of Columbia has been a member of the State/NCATE Partnership Program in accrediting teacher education programs since 1994. Five of the seven teacher education programs continue to participate in the national accreditation review. Also, although the submission of curriculum folios is optional in the state/NCATE partnership agreement, many have expressed an interest in continuing the practice of submitting folios for review.

Our state standards are reviewed every five years by several NCATE national specialty organizations. These organizations are the National Middle School Association (NMSA); National Science Teachers Association (NSTA); International Reading Association (IRA); National Council of Teachers of Mathematics (NCTM); National Association of School Psychologists (NASP); National Association for the Education of Young Children (NAEYC); and Association for Childhood Education International (ACEI). Further, in August 2000 and September 2000 respectively, the Council for Exceptional Children (CEC) and the Association for Educational Communication and Technology (AECT) granted the District of Columbia State authority to confer National Recognition on its behalf.

Colleges and universities not seeking NCATE accreditation must still heed NCATE standards in the review of the professional unit. In the past, the District has utilized NASDTEC standards for review of the specific discipline. However, those standards are outdated, and a review of national trends and best practices prompted the development of new standards for the District of Columbia as of March 2000.

In the District, a cadre of District teachers and other educators has been participating in an on-going process of reviewing and critiquing draft standards as published by the National Board for Professional Teaching Standards. In the past two years, twenty-seven teachers have participated in performance-based assessment activities developed by the National Board.

This past summer, several teachers participated in the assessment process for National Board Certification. This involvement supports the reform agenda in the areas of professional development and curriculum revision. Currently, there are three national Board Certified teachers in the District of Columbia.

Section I

Identify the state agency that is responsible for submitting the state report.

In the District of Columbia, the state agency that is responsible for submitting the state report is the District of Columbia Public Schools. The address is 825 North Capitol Street, N.E., 8th Floor, Washington, D.C. 20002. This responsibility may change as the District of Columbia Public Schools has recently appointed a new superintendent, and the city has established a new state education office under the jurisdiction of the Mayor. However, the DC Board of Education is, at the moment, a State Board of Education. The Superintendent of Schools is the Board's designated executive and the Chief State School Officer.

The District of Columbia Board of Education's authority derives from the following sections of the District of Columbia Municipal Regulations, Title 5 Board of Education. (See appendix A.) These sections include:

Chapter 10, Section 100-2,6,8

- 100.2 The authority and jurisdiction of the Board of Education are set forth in the Charter of the District of Columbia, and in the Code of Laws of the District of Columbia.*
- 100.6 The Board of Education is an independent agency of the government of the District of Columbia that is vested with control of the public schools of the District.*
- 100.8 The chief administrative officer of the Board of Education is the Superintendent of Schools.*

Chapter 10, Section 1001 Certification

Chapter 10, Section 1002 Accreditation

Additionally, the requirements for state licensure are indicated in the District of Columbia Municipal Regulations, Title 5 Board of Education, Chapter 16. These standards include general education requirements, professional education requirements and content requirements for licensure.

The authority of the state education agency is delegated by the Superintendent to the Educational Credentialing & Standards Branch, the Office of Educational Accountability and the Office of Categorical Programs and Development for the purposes of this plan and subsequent reports.

Section II

Describe the process the state has used to establish implementing procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. Among other things, the state must include any necessary state specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher training programs with the opportunity to participate in the development of these procedures.

The District of Columbia Public Schools has taken the following steps to participate in the development of these procedures.

- The Educational Credentialing and Standards Branch of DCPS met with the Deans of six of the seven colleges to discuss Title II on June 6, 2000 and July 20, 2000. (See appendix B.)
- During the summer of 2000, the DCPS Office of Categorical Programs and Development staff attended the National Center for Education Statistics' Conference where pertinent information about Title II and the reporting process was disseminated.
- Westat delivered Title II materials to Categorical Programs and Development on July 22, 2000.
- Categorical Program and Development staff members met with the Office of Postsecondary Education, Research and Student Assistance August 3, 2000, and discussed the needs and requirements of Title II.
- Office of Postsecondary Education, Research and Student Assistance met with DCPS Educational Credentialing and Standards Branch on August 4, 2000, to provide materials, technical assistance and information about the planning process.
- Categorical Programs and Development staff met with Educational Credentialing and Standards Branch to discuss the development of the Title II plan on August 4, 2000.
- Staff from the DCPS Educational Credentialing and Standards Branch, Categorical Program and Development staff, along with representatives from the Office of Postsecondary Education, Research and Student Assistance met with the Dean of the Howard University School of Education, to discuss Title II requirements on August 28, 2000.
- DCPS staff met with the Dean and faculty of the School of Education, other Howard University colleges and a representative of the University of the District of Columbia on September 1, 2000.
- DCPS Categorical Programs and Development staff also participated in a teleconference with the U.S. Department of Education, Weststat, and other states regarding Title II on September 14, 2000.
- The Educational Testing Services (ETS) met with Howard University staff and provided them information and a password for data entry on the morning of September 15, 2000, and in the afternoon with representatives from five of the other seven colleges and universities to provide information and their passwords for data entry. ETS was accompanied by a representative from OPERSA.
- The representative from American University received her information and password later in September from ETS.
- The outline of the draft plan was distributed to representatives of each college and university during the week of October 2, 2000, and representatives were asked to provide comments.

Section III

Describe the procedures that ensure that

- **The state and each institution that reports to it will use the definitions of “teacher preparation program,” “program completer,” “pass rates,” “waivers,” and other terms that the guide establishes; and**
- **The information to be reported by the state and institutions, including pass rates, is compile and accurate.**

The information to be reported by the state and institutions, including pass rates, is complete and accurate.

Overview

The District of Columbia Board of Education is authorized to approve teacher education programs of colleges and universities operating within the District of Columbia for the purpose of interstate reciprocity (DCMR, Chapter 10, Section 1002). Programs are reviewed in accordance with the established standards of the National Council for Accreditation of Teacher Education (NCATE), nationally recognized specialty organizations, and approved state licensing standards. Based upon the institutional report and the on-site review of the visiting accreditation team, programs may be recommended for one of the following actions.

1. **Full approval for a five-year period:** indicates that the institution’s programs are considered satisfactory, and the graduates will be qualified for state licensing.
2. **Provisional approval for a two-year period:** indicates that the institution must revise programs to an acceptable level within the two years in order to receive full approval. Graduates are eligible for state licensure during the period of provisional approval.
3. **Denied:** indicates that the institution has not met state/NCATE approved program status.

In September 1994, NCATE’s State Partnership Board entered into a partnership agreement with the District of Columbia Public Schools to work conjointly with NCATE to conduct state program approval and national unit accreditation. NCATE standards are applied in the school of education (unit) and state standards are applied to program areas. The District of Columbia has adopted the standards of the national specialty organizations for the program review. Although the institutions of higher education are not required to seek NCATE accreditation, the NCATE standards are used for the accreditation review. Currently, five of the seven teacher preparation institutions are in preparation for or are already NCATE accredited. The process for the accreditation review is outlined in “The Accreditation Manual for the Approval of Teacher Education Programs in the District of Columbia” (revised March 2000).

Definitions

Teacher Preparation Program

Teacher preparation programs in the District of Columbia consist of a planned program of study including academic coursework including professional education and content specific courses and supervised field experience leading towards a degree and/or a state license.

Program Completer

A program completer is a person who has met all the requirements of a state approved teacher preparation program. Graduates must complete all components of the teacher preparation program as established by the institutions of higher education. Successful completion of the state assessments for licensure (Praxis Series, I and II) is an optional component of an institutional program. Program completers are not required to apply for a state credential.

Alternative Route to Certification and Licensure

On May 20, 1992, the Board of Education approved legislation regarding the implementation of an alternative certification program (DCMR, Chapter 10, Rule 1001.18). Although various institutions have developed and implemented a state approved licensure program, only Trinity College has implemented a state approved alternative certification program. The Accelerated Teacher Certification Program consists of four (4) main components: successful completion of the Praxis I Pre-Professional Skills Test; a supervised field experience; a reflective portfolio and a sequence of graduate-level coursework. Any alternative certification program approved by the state must consist of those four elements.

Another route for the issuance of a state license includes the process for transcript evaluation. As such, persons who have not graduated from an approved teacher preparation program but have completed a series of required competencies and skills through one or more accredited institutions of higher education and completed the required testing components may be certified to teach.

Waiver

On February 9, 2000, the District of Columbia Emergency Transitional Education Board of Trustees approved the revised policy for the implementation of a three-year nonrenewable provisional license. This license is issued to individuals who are employed in the District of Columbia Public Schools and other educational agencies in the District of Columbia and have not completed the requirements for a standard license. (Superintendent's Directive 315.6.) (See Appendix C.) Holders of a three-year nonrenewable provisional license must meet all licensure requirements within the three-year waiver period in order to continue employment.

Reporting Procedures

In a collaborative effort, the institutions of higher education will submit cohort information directly to Educational Testing Service (ETS). ETS has established a cohort system for their member states as outlined in the September 2000 memorandum. The Title II meeting conducted on September 15, 2000, included representatives from ETS, institutions of higher education, the state agency, and the US Department of Education. At that time, the procedures for reporting accuracy in information were outlined. The state agency has completed a matrix of the testing areas and codes to be implemented by ETS. The test closure date is August 31, 2000. The institutions are required to enter their program completers (September 1, 1999 to August 31, 2000) directly into the established ETS Title II website no later than November 1, 2000. Institutions are encouraged to enter all data for a preliminary review no later than October 15, 2000. This will allow for necessary modifications of any submitted information. (See pages 8-10 in this document and appendix F.)

Supplemental Data

The District of Columbia has seven institutions of higher education that prepare teachers and other educational personnel. However, the mission, goals, and activities may vary among the institutional programs. To complement the report, each institution will provide supplemental data to support a comprehensive overview and focus on the uniqueness of each program. The supplemental data for institutional reports will include the following:

- Explanation of the conceptual framework of the teacher education program;
- Explanation of the knowledge base, philosophy for preparation, goals, and program objectives;
- Description of the field experiences, student teaching and internships;
- Description of educational partnerships with local schools and/or school districts;
- Student demographic data that denote the total number of students in the program for the 1999-2000 academic year by race, ethnicity and gender;
- Requirements for admission to the program;
- Requirements for admission to student teaching;
- Type(s) of accreditation; and
- Kinds of mentoring or inductive activities for new teachers.

Section IV

Describe the major steps for aggregating the information needed to calculate, verify, and report on pass rates. For example, a state might report that the testing company will match an institution's completers with test files and calculate the pass rates for them. The state does not need to provide details about exactly how the matching and calculation will be accomplished.

Since October 1, 1993, all teacher candidates in the District of Columbia must pass the *Praxis Series: Professional Assessments for Beginning Teachers*. This professional assessment instrument was developed by the Educational Testing Service (ETS), which also maintains responsibility for administration and scoring of the instrument. Two dimensions of the Praxis must be passed by teacher candidates. The Praxis I (*Pre-Professional Skills Test Consist of Reading, Writing, and Mathematics*) is required for all candidates, and the Praxis II (*Subject Assessments/Specialty Area Tests*) is required in twelve subject areas. The specific specialty areas are presented in Section V. Files will be obtained from ETS with information on Praxis outcomes, and these data will be matched with information gathered from the area higher education institutions.

Section V

Confirm that the state has established:

- ***The list of subject areas in which program completers may receive teacher certification or licensure, the relevant certification of licensure test(s) for each area of specialization, and cut scores applicable to members of that cohort; and***
- ***A common format with which (1) institutions will send the identities of their program completers and their areas of specialization to the state or the testing company, as appropriate, and (2) the state agency or the testing company, as appropriate, will send test scores of these program completers back to the institution.***

On December 21, 1988, the Board of Education approved legislation for the implementation of a testing program for persons seeking a teaching license in the District of Columbia. The assessments were to assure competency in basic skills and content knowledge. In 1993, the Board of Education approved the amendments to Chapter 16 of the District of Columbia Municipal Regulations (DCMR), to revise the provisions for teacher licenses. The Board authorized the issuance of licenses in fifty-three (53) areas. However, teacher assessments (content/subject specific) are not required in all areas. Twelve (12) subject areas require assessments for licensure.

As of October 1, 1993, all teacher candidates are required to pass the Praxis Series: Professional Assessments for Beginning Teachers as administered through the Educational Testing Service. Effective February 1, 1999, recommended scores for the Praxis Series were updated and approved. (Superintendent Directive 652.8) (See Appendix D)

Praxis I: Pre-Professional Skills Test

Test/Code	Required Score	Test/Code	Required Score
PPST (Paper and Pencil)		CBT (Computer Based)	
Reading (10710)	172	Reading (0711)	319
Writing (20720)	171	Writing (0721)	316
Mathematics (10730)	174	Mathematics	319

Praxis II: Subject Assessments/Specialty Area Tests are required in twelve (12) content areas.

Test/Code	Required Score
<u>Biology</u>	
Biology: Content Knowledge, Part 1 (20231)	152
Biology: Content Knowledge, Part 2 (20232)	144
Biology: Pedagogy (30234)	TR-QSTBD (Test required)
<u>Chemistry</u>	
Physical Science: Content Knowledge (20481)	155
Chemistry: Content Knowledge (20241)	147
Physical Science: Pedagogy (30483)	145
Early Childhood (10020)	520
<u>Elementary</u>	
Elementary Education: Curriculum, Instruction, and Assessment (10011)	146
Elementary Education: Content Area Exercises (20012)	148
<u>English</u>	
English Language, Literature, and Composition: Content Knowledge (10041)	142
English Language, Literature, and Composition: Pedagogy (30043)	150
English as a Second Language (20360)	520
<u>French</u>	
French: Productive language Skills (10171)	173
French: Content Knowledge (20173)	155
<u>General Science</u>	
General Science: Content Knowledge, Part 1 (10431)	136
General Science: Content Knowledge, Part 2 (10432)	143
Physical Science: Pedagogy (30483)	145
<u>Mathematics</u>	
Mathematics: Content Knowledge (10061)	141
Mathematics: Proofs, Models, and Problems, Part 1 (20063)	154
Mathematics: Pedagogy (20065)	135

Social Studies

Social Studies: Content Knowledge (10081) 145

Social Studies: Pedagogy (30084) 169

Spanish

Spanish: Content Knowledge (10191) 153

Spanish: Productive Language Skills (20192) 166

Spanish: Pedagogy (30194) 170

Special Education (10350) 510

A common format has been established in reporting the cohort information to Educational Testing Services. The fields for reporting include the four-digit attending institution code number as listed in the Praxis Registration Booklet; name; candidate ID number (as indicated on an examinee's Praxis score report); and the state's licensure codes for reporting. Institutions are required to enter the cohort of program completers electronically via the ETS Title II Reporting Website no later than November 1, 2000. It has been advised by ETS that in order to allow for review and comment, institutions should submit information by October 15, 2000. Upon the closing date of the Website on November 1, 2000, ETS will begin the initial matching of test scores. From November 27 – December 10, 2000, the Website will reopen so that the institutions can review the matches and make adjustments or modifications as needed.

From December 11, 2000 to February 14, 2001, ETS will use the new or modified information for matching. ETS will calculate the test results and send the reports to the institutions no later than February 14, 2001. Any reporting issues are to be resolved between February 14 and March 14, 2001. On March 28, 2001, ETS will send the final report to the state and to the institutions.

Section VI

Identify – Schedule

- **The academic year and test closure date for each cohort of program completers;**
- **The date by which institutions must submit to the state or testing company, as applicable, their lists of regular program completers and their areas of specialization.**
- **The date that institutions will receive pass rates and verification data for these completers on certification and licensure examinations they have taken in their areas of specialization, and the process by which they will receive this information from the state on the testing company, as applicable;**
- **What information institutions will receive to enable them to verify pass-rate data, including explanations for any limitations in the data provided; and**
- **The components of the resolution process that will be available to institutions should they disagree with state on testing company designations of program completers on the calculation of pass rates.**

Implementation of the District of Columbia Plan

The Educational Testing Service (ETS) will match each institution's program completers with test files and calculate the pass rates. The following chart represents the steps and timelines for data on program completers and pass rates to be exchanged from the institution to the state contact to ETS.

Educational Testing Serviced (ETS) Reporting Schedule	
August 15 – November 1, 2000	Institutions of higher education submit their cohort lists of program completers and related information needed for matching and pass rate calculation to Educational Testing Service (ETS). During this period, institutions may add or delete cohort members and may edit their information as often as needed.
November 1, 2000	Deadline for institutions to submit their cohort lists of program completers to ETS. The ETS Title II reporting Web site will close after this date. ETS begins initial matches.
November 27 – December 10, 2000	The ETS Title II reporting Web site will reopen so that institutions can check the matches of their program completers against the Praxis database. During this period, institutions may add or delete cohort members and modify demographic information for those who did not match. To enable institutions and states to meet their reporting deadlines, ETS is not able to accept cohort changes beyond December 10.
December 11, 2000 – February 14, 2000	ETS will use the new or modified information to try to match those not found initially. ETS will extract test scores for matched program completers and calculate pass rates.
January 8, 2001	ETS will send scores and demographic data to the states calculating their own pass rates.
February 14, 2001	ETS will send IHE reports by this date. The IHE reports will include the scores of the individual program completers on the website. A preliminary report will be issued. Alternative route information will be provided to the IHE's separately.
February 14 – March 14, 2001	This period is for resolving questions that institutions and/or states may have concerning pass rate reporting. IF ETS has made an error, it will correct the error at no charge. If an institution has made an error, ETS will correct it and regenerate the report, however, a fee will be charged for that service.
March 28, 2001	ETS sends states or institutions any final corrected reports by this date.

The components of the resolution process will be defined collaboratively by the District of Columbia, the institutions of higher education and the testing company.

Section VII

Describe, only if the state has developed them, the state's procedures for (1) identifying low-performing teaching preparation programs within institutions of higher education and institutions at risk of being considered low-performing; and (2) providing technical assistance to low-performing institutions (see section 208 of Title II). NOTE: All states will be required to have in place procedures for identifying low-performing and at-risk teacher preparation programs so that they will be able to describe these procedures and identify the programs, if any, in their annual reports beginning October 7, 2001.

Currently, the District of Columbia does not have procedures for identifying low-performing teaching preparation programs. A process is in place for developing such procedures. To meet the Title II objective, a consortium of professionals involved with teacher preparation programs has been convened by the District to develop a rating system. The rating system will be in place by October 7, 2001.

DISTRICT OF COLUMBIA MUNICIPAL REGULATIONS

TITLE 5

BOARD OF EDUCATION

D.C. OFFICE OF DOCUMENTS AND ADMINISTRATIVE ISSUANCES

JUNE 1997

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**Bertrand S. Thomas
Administrator**

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FOREWORD

The *District of Columbia Municipal Regulations* is the official code of the permanent rules and statements of general applicability and legal effect promulgated by Executive departments and agencies and by independent entities of the Government of the District of Columbia.

The code is currently divided into thirty-one (31) titles; however, as more agencies enact comprehensive rules embracing new topics, the number of titles will undoubtedly increase.

LEGAL STATUS

The publication of any document within a volume of the *District of Columbia Municipal Regulations* creates a rebuttable presumption that the document was duly issued, prescribed, adopted or enacted and that all requirements of Title III of the District of Columbia Administrative Procedure Act were met.

CITATION

Each title of this code is divided into chapters. Each chapter is further divided into sections and each section into subsections. In all cases, it is the subsection (including its paragraphs and subparagraphs) which contains the text of the rule.

To cite a particular provision within the code, indicate the title number, the code abbreviation "DCMR," the subsection, and the year of the publication.

Example: 5 DCMR §2401.3 (1987)

SUPPLEMENTS

The *District of Columbia Register* is the official supplement to the code. To ensure that one has the latest version of all duly published rules, one should consult the "Update of Amendments to the *D.C. Municipal Regulations*" which is available from the Office of Documents and Administrative Services.

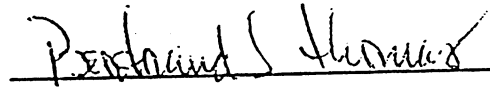
INQUIRIES

Requests for interpretations, explanations or summaries of any regulation in this volume should be addressed to the issuing agency. Sales requests and requests for reference assistance or assistance involving editing procedures may be addressed to the Office of Documents and Administrative Issuances, One Judiciary Square, Suite 520, 441 Fourth Street, N.W., Washington, D.C. 20001. Telephone (202) 727-5090, FAX (202) 727-6042.

CERTIFICATE

This document certifies, pursuant to §3(c) of the District of Columbia Documents Act, D.C. Law 2-153, D.C. Code §1-1612(3) (1981), that the text of the rules compiled or codified in this title have been compared with the original text of rules duly promulgated, filed and published in accordance with law and that the text has been found to be correct and complete.

Signed this 4th day of June 1997

A handwritten signature in dark ink, appearing to read "Bertrand S. Thomas", is written over a horizontal line.

Bertrand S. Thomas
Administrator

DISTRICT OF COLUMBIA MUNICIPAL REGULATIONS

TITLE 5 BOARD OF EDUCATION

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100 COMPOSITION AND AUTHORITY

- 100.1 The composition of the Board of Education of the District of Columbia, the manner in which members are elected, qualifications for holding the office of member of the Board of Education, and the term of office of members of the Board are established and set forth in the Code of Laws of the District of Columbia.
- 100.2 The authority and jurisdiction of the Board of Education are set forth in the Charter of the District of Columbia, and in the Code of Laws of the District of Columbia.
- 100.3 The Board of Education shall exercise its authority through the official acts of its members taken while the Board is in session, and when a quorum of the Board is present.
- 100.4 The official acts of the Board of Education shall be recorded in the journal of proceedings of the Board which shall be certified and maintained by the Executive Secretary.
- 100.5 The Board of Education shall not be bound in any way by any action or statement of an individual member or group of members of the Board, except when that action or statement is authorized by an official act of the Board or the provisions of this chapter.
- 100.6 The Board of Education is an independent agency of the government of the District of Columbia that is vested with control of the public schools of the District.

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- 100.7 The head of the agency is an eleven (11) member elected Board.
- 100.8 The chief administrative officer of the Board of Education is the Superintendent of Schools.

AUTHORITY: §2 of An Act approved June 20, 1906, 34 Stat. 317, ch. 3446, D.C. Code §31-102.

SOURCE: Final Rulemaking published at 24 DCR 4631 (December 2, 1977); as amended by Final Rulemaking published at 25 DCR 2959 (September 29, 1978).

101 OFFICERS OF THE BOARD

- 101.1 The Board of Education shall annually elect from among its members a President and Vice President who shall serve until their successors are elected in accordance with this section.
- 101.2 The annual election of the President and Vice President of the Board shall be the first order of business conducted at the first regular or special meeting held after those members elected in a general election take office in accordance with D.C. Code §31-101(c), or at the first meeting held after the regular meeting in December in a year when no positions on the Board are filled in the general election.
- 101.3 The President and Vice President shall be elected by majority vote of the full Board of Education.
- 101.4 The annual election of the President and Vice President shall be called to order by the Executive Secretary, who shall preside until the election of the President.
- 101.5 The election for the office of the President shall precede the election for the office of the Vice President.
- 101.6 Nominations for the office of President or Vice President may be made by any member of the Board of Education. No second shall be required for nomination.

SOURCE: Final Rulemaking published at 24 DCR 4631, 4632 (December 2, 1977).

102 VACANCIES IN THE OFFICE OF PRESIDENT OR VICE PRESIDENT

- 102.1 Whenever a vacancy occurs in the office of the President of the Board of Education, the Vice President shall assume the office of the President and shall hold that office until the next annual election of officers.
- 102.2 Whenever the Vice President assumes the office of President, or when the office of Vice President becomes vacant for any other reason, the Board shall hold a special election to fill the office of Vice President.
- 102.3 The special election under §102.2 shall be held at the next regular meeting of the Board or at a special meeting of the Board held prior to the next regular meeting which is called for the purpose of holding that special election.
- 102.4 The vacant office shall be filled by majority vote of the full Board.

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- 102.5 The Board member elected to fill the vacant office shall serve until the next annual election of officers.

SOURCE: Final Rulemaking published at 24 DCR 4631, 4633 (December 2, 1977).

103 VACANCIES IN THE OFFICE OF MEMBER OF THE BOARD

- 103.1 Whenever a vacancy occurs in the office of member of the Board of Education, that vacancy shall be filled in accordance with the laws of the District of Columbia.
- 103.2 Whenever the laws of the District of Columbia require that the Board of Education fill a vacancy in the office of member of the Board of Education by appointment, the Board shall make the appointment in accordance with the procedures set forth in this section.
- 103.3 Whenever the Board of Education determines that a vacancy exists in the office of member of the Board, it shall issue an official public announcement of the vacancy.
- 103.4 The Executive Secretary shall notify the Board of Elections when it determines a vacancy exists.
- 103.5 The official public announcement of the vacancy shall be published in the *D.C. Register*, and shall be communicated to the press and media.
- 103.6 Notice of a vacancy to be filled by appointment shall also be sent to the affected organized citizens' groups which are on the mailing list of the Board of Education.
- 103.7 Whenever the laws of the District of Columbia require that a vacancy be filled by appointment, the official public announcement shall do the following:
- (a) Indicate that the vacancy will be filled by appointment;
 - (b) Set forth the necessary qualifications for the office; and
 - (c) Specify the appointment procedures provided in this section.
- 103.8 To be qualified for appointment to fill a vacancy, a person shall have the same qualifications for holding the office as were required by law or his or her immediate predecessor.
- 103.9 The Board of Education shall appoint a qualified individual to the vacant office at a regular meeting of the Board or at a special meeting of the Board called for that purpose.
- 103.10 Appointment to fill a vacancy in the office of member of the Board of Education shall be by a majority of the remaining membership of the Board, upon nomination by a member. Voting shall be conducted in open session, with each member casting a vote for no more than one nominee on each ballot.

DISTRICT OF COLUMBIA MUNICIPAL REGULATIONS

TITLE 5

BOARD OF EDUCATION

D.C. OFFICE OF DOCUMENTS AND ADMINISTRATIVE ISSUANCES

JUNE 1997

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and Administrative Issuances**

**Bertrand S. Thomas
Administrator**

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**Office of Documents and Administrative Issuances
Room 520 - 441 4th Street, N.W.
Washington, D.C. 20001**

FOREWORD

The *District of Columbia Municipal Regulations* is the official code of the permanent rules and statements of general applicability and legal effect promulgated by Executive departments and agencies and by independent entities of the Government of the District of Columbia.

The code is currently divided into thirty-one (31) titles; however, as more agencies enact comprehensive rules embracing new topics, the number of titles will undoubtedly increase.

LEGAL STATUS

The publication of any document within a volume of the *District of Columbia Municipal Regulations* creates a rebuttable presumption that the document was duly issued, prescribed, adopted or enacted and that all requirements of Title III of the District of Columbia Administrative Procedure Act were met.

CITATION

Each title of this code is divided into chapters. Each chapter is further divided into sections and each section into subsections. In all cases, it is the subsection (including its paragraphs and subparagraphs) which contains the text of the rule.

To cite a particular provision within the code, indicate the title number, the code abbreviation "DCMR," the subsection, and the year of the publication.

Example: 5 DCMR §2401.3 (1987)

SUPPLEMENTS

The *District of Columbia Register* is the official supplement to the code. To ensure that one has the latest version of all duly published rules, one should consult the "Update of Amendments to the *D.C. Municipal Regulations*" which is available from the Office of Documents and Administrative Services.

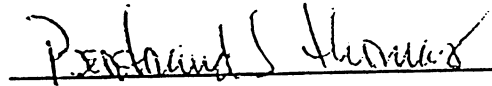
INQUIRIES

Requests for interpretations, explanations or summaries of any regulation in this volume should be addressed to the issuing agency. Sales requests and requests for reference assistance or assistance involving editing procedures may be addressed to the Office of Documents and Administrative Issuances, One Judiciary Square, Suite 520, 441 Fourth Street, N.W., Washington, D.C. 20001. Telephone (202) 727-5090, FAX (202) 727-6042.

CERTIFICATE

This document certifies, pursuant to §3(c) of the District of Columbia Documents Act, D.C. Law 2-153, D.C. Code §1-1612(3) (1981), that the text of the rules compiled or codified in this title have been compared with the original text of rules duly promulgated, filed and published in accordance with law and that the text has been found to be correct and complete.

Signed this 4th day of June 1997

A handwritten signature in dark ink, appearing to read "Bertrand S. Thomas", is written over a horizontal line.

Bertrand S. Thomas
Administrator

DISTRICT OF COLUMBIA MUNICIPAL REGULATIONS

TITLE 5 BOARD OF EDUCATION

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1000 EDUCATIONAL SERVICE

1000.1 The District of Columbia Government Comprehensive Merit Personnel Act of 1978 (also referred to as the "CMPA"), D.C. Law 2-139, Title VIIIA, §801A(a), provides for the creation of the Educational Service for all employees of the Board of Education except the following:

- (a) Clerical, stenographic, or secretarial positions;
- (b) Custodial, building maintenance, building engineer, general maintenance, or general engineering positions;
- (c) Bus drivers and other drivers involved in the transportation of persons; equipment, materials, or inventory;

- (d) Cooks, dieticians, and other positions involved in the direct planning, preparing, and serving of food;
- (e) Technicians involved in the operation or maintenance of machinery, vehicles, equipment, or the processing of materials and inventory; or
- (f) Positions, the major duties of which consist of the supervision of employees covered in paragraphs (a) through (e) of this subsection.

1000.2 Employees within the exceptions designated in §1000.1 shall be considered part of the Career Service established under the CMPA.

1000.3 All existing Teachers' Salary Act (TSA) employees and General Schedule (GS) employees, other than those excepted under §1000.1, shall be automatically transferred to the Educational Service on January 1, 1980.

1000.4 Career Service employees of the Board of Education shall be governed by regulations issued by the Mayor, except that the Board has authority to the extent allowed by law to issue rules governing Career Service employees in the following subject areas:

- (a) Hours of work;
- (b) Holidays;
- (c) Leave;
- (d) Performance evaluation;
- (e) Adverse actions;
- (f) Grievances;
- (g) Labor management relations;
- (h) Political rights of employees; and
- (i) Records management and privacy of records.

AUTHORITY: §2 of An Act approved June 20, 1906, 34 Stat. 317, ch. 3446, D.C. Code §31-102.
SOURCE: Final Rulemaking published at 27 DCR 4297 (October 3, 1980).

1001 CERTIFICATION

1001.1 The Superintendent of Schools, or his or her designee, shall establish the eligibility requirements of appointment and promotion for all employees.

1001.2 In addition to the eligibility requirements in §1001.1, all Educational Service employees in grade ET-15 shall satisfy the requirements of the applicable license as approved by the Board of Education as well as all applicable testing requirements.

Title 5

District of Columbia Municipal Regulations

- 1001.3 Employees in the Educational Service category EG shall be certified according to applicable testing requirements, criteria established for the individual position by the Office of Human Resource Management, and, at the discretion of the Superintendent, other suitable qualification standards established by the federal government.
- 1001.4 In order to receive standard certification, salary class ET-15 employees shall be required to pass a subject matter test, as well as meet applicable license requirements in the level or subject area specified in the license. If an employee subsequently transfers or is reassigned to another license area or level, that employee shall meet the certification requirements of the new area or level, including any testing requirement.
- 1001.5 Acceptance of educational course work from graduates of foreign or non-accredited institutions of higher learning shall be determined by the Director of Personnel.
- 1001.6 The Director of Personnel may accept evidence of equivalent training or experience in lieu of a masters degree for appointment to vocational shop teaching positions in salary class ET-15.
- 1001.7 The Superintendent of Schools may appoint or promote to administrative or supervisory positions in the vocational education program any applicant who satisfies the requirements of §1001.5.
- 1001.8 In order to determine a prospective employee's or promotee's suitability for employment with or promotion within the D.C. Public Schools, the Superintendent shall require each prospective appointee or promotee to be fingerprinted and shall forward the fingerprints through the D.C. Metropolitan Police Department to the FBI Identification Division for a criminal history record check.
- 1001.9 All D.C. Public School employees involved in processing or maintaining criminal history record checks, or doing follow-up background investigations (including all security personnel), shall have undergone criminal history record checks prior to assuming such responsibilities.
- 1001.10 Only criminal convictions and pending charges shall be taken into account in determining whether or not an individual is to be employed, promoted, or subject to adverse action.
- 1001.11 All documents generated as a result of criminal history record checks or follow-up background investigations shall be confidential, with access limited to individuals with a demonstrated need-to-know.
- 1001.12 All teacher candidates shall successfully pass the Test of Communications Skills (NTE Programs) administered through the Educational Testing Service, or other nationally recognized test as may be designated by the Superintendent, prior to the receipt of provisional certification.
- 1001.13 All newly hired teacher candidates who have not passed the tests required by §1308.1 prior to the effective date of their employment, but who have met all

other qualifications for licensure, shall be granted provisional certification. All provisional certifications shall automatically expire eighteen (18) calendar months after their issuance.

- 1001.14 All newly hired teach candidates who have passed the tests required by §1308.1, either prior to the effective date of their employment or within the eighteen (18) calendar months provided by §1001.13, and who meet all other qualifications for the position, shall be granted standard certification.
- 1001.15 The provisional certification provided in §1001.13 shall be for a period of, at least, but no more than, eighteen (18) calendar months.
- 1001.16 During the eighteen (18) calendar month period of provisional certification all teacher candidates shall take the test required by §1308.1 each time the test is administered until such time as they have passed it.
- 1001.17 A teacher candidate granted provisional certification shall, upon receipt of that certification, acknowledge, in writing, that if at the end of the eighteen (18) calendar month duration of the provisional certification he or she has not passed the tests required by §1308.1, the following shall occur:
- (a) His or her certification will become automatically invalid;
 - (b) The invalidation of the provisional certification shall occur regardless of performance ratings, of satisfactory or better, which the employee may have received; and
 - (c) He or she shall not remain employed, as a teacher, except as provided in §1307.10.
- 1001.18 The Superintendent of Schools, or his or her designee, shall establish the requirements for an alternative certification program to satisfy the professional education and field experience requirements necessary to receive provisional certification. Upon satisfactory completion of this alternative certification program, the individual may be considered for the two (2) year probationary period required by §§1307.2 and 1307.3 of the Board rules.
- 1001.19 The Superintendent of Schools or designee is authorized to charge the following fees for the state certification of educational personnel who seek certification under the licenses approved by the Board of Education:

Certification Service	Fees
• Additional Endorsement Area	\$30.00
• Duplicate Certificates	\$10.00
• Issuance of Certificate (Provisional/Standard/ Substitute One-Year Certification Permit)	\$30.00

1001.19 (Continued)

- Renewal of the Professional Certificate \$30.00
- Transcript Evaluation Only \$30.00

SOURCE: Final Rulemaking published at 27 DCR 4297, 4325 (October 3, 1980); as amended by Final Rulemaking published at 35 DCR 5100 (July 1, 1988); by Final Rulemaking published at 35 DCR 9054 (December 30, 1988); by Final Rulemaking published at 39 DCR 3968 (June 5, 1992); and by Final Rulemaking published at 43 DCR 1619 (March 29, 1996).

1002 ACCREDITATION

1002.1 The Board of Education shall approve educational programs of colleges and universities operating within the District of Columbia for the purposes of interstate reciprocity, in accordance with §1003.

1002.2 Accreditation by the Board shall have the same force and effect as accreditation by the various accrediting agencies established for this purpose.

1002.3 Educational course work or degrees from non-accredited institutions of higher learning or foreign institutions may be approved by the Director of Personnel for purposes of certification.

1002.4 The Superintendent of Schools or designee is authorized to charge the following fees for the approval of teacher education programs in the District of Columbia:

(a) One thousand dollars (\$1,000) for each institutional full visit; and

(b) Five hundred dollars (\$500) for each institutional revisit.

SOURCE: Final Rulemaking published at 27 DCR 4297, 4339 (October 3, 1980); as amended by Final Rulemaking published at 43 DCR 1619 (March 29, 1996).

1003 INTERSTATE AGREEMENT ON QUALIFICATION OF EDUCATIONAL PERSONNEL

1003.1 The Board of Education shall be authorized to enter into an agreement, on behalf of the District of Columbia, with any State that provides for the acceptance of the qualifications of educational personnel.

1003.2 The procedures for entering and executing "Interstate Agreements" shall be established by the Superintendent of Schools, or his or her designee.

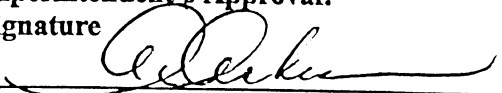
SOURCE: Final Rulemaking published at 27 DCR 4297, 4334 (October 3, 1980).

1004 [RESERVED]

DIRECTIVE

District of Columbia Public Schools
825 North Capitol Street, NE
Washington, DC 20002

DIRECTIVE

Originating Office: Office of Human Resources Educational Credentialing and Standards	Superintendent's Approval: Signature 
Subject: The Provisional License	Reference Number: DCMR, Chapter 10
	Directive Number: 315.6
	Date: July 6, 2000
	Recision: Not Applicable

THE PROVISIONAL LICENSE

On February 9, 2000 the District of Columbia Emergency Transitional Education Board of Trustees approved the following policy regarding the issuance of the provisional license.

1001.13 *All newly hired teacher candidates who have not passed the tests required by 1308.1 and have not completed other qualifications for licensure may be issued a provisional teaching license for a period not to exceed three (3) years.*

The Provisional License is a three-year, nonrenewable license available to individuals who are employed in the District of Columbia Public Schools and other educational agencies in the District of Columbia and who are:

- Entering the teaching field through the alternative route to licensure;
- Failing to meet an allowable portion of general, professional, or specific endorsement requirements;
- Eligible for licensure but have not successfully completed the Praxis I and/or Praxis II assessments as required.

The provisional license is nonrenewable and will expire on June 30th of the third year of the licensure period. All licenses will be effective from July 1 in the school year in which the application is made.

Teachers/service providers employed under this license are required to complete a minimum of six (6) – nine (9) semester hours of applicable coursework towards the licensure requirements during each school year.

Upon completion of all requirements teacher candidates will be eligible for a five-year renewable standard or professional license.

For more information applicants may contact:

*Office of Human Resources
Educational Credentialing and Standards Branch
825 North Capitol Street, NE
6th Floor
Washington, DC 20002-4232
(202) 442-5377*

DIRECTIVE

District of Columbia Public Schools
825 North Capitol Street, NE
Washington, DC 20002

DIRECTIVE

a.a

ORIGINATING OFFICE Office of Human Resources Educational Credentialing and Standards	NUMBER 652.8
SUBJECT Praxis Series: Professional Assessments for Beginning Teachers	DATE February 1, 1999 RECISION

Title 5, Chapter 1001 of the District of Columbia Municipal Regulations, "Teacher Testing" and Chapter 1308 "Teacher and Instructional Personnel Testing" authorizes the implementation of a testing policy for all teachers seeking licensure in the District of Columbia Public Schools. This directive sets forth the regulations and requirements regarding teacher testing.

All teachers and other professionals who apply for licensure must take the appropriate examinations from the Praxis Series: Professional Assessments for Beginning Teachers. Predetermined scores must be achieved on the Pre-Professional Skills Tests (PPST) or the Computer-Based Academic Skills Tests (CBT) in Reading, Writing, and Mathematics prior to provisional certification in the District of Columbia. Additionally, all newly hired teachers and other professionals who are seeking an additional subject-matter endorsement are required to successfully pass the appropriate Praxis II: Subject Assessment or Specialty Area test(s) before receiving standard certification.

The Praxis I: Pre-Professional Skills Tests include the following areas and required scores:

<i>Testing Areas</i>	<i>Required Scores</i>	<i>Testing Areas</i>	<i>Required Scores</i>
PPST Reading (10710)	172	CBT Reading (0711)	319
PPST Writing (20720)	171	CBT Writing (0721)	316
PPST Mathematics (10730)	174	CBT Mathematics (0731)	319

The Praxis II: Subject Assessments and Specialty Area Tests are in the following content areas:

Testing Areas

Required Scores

Specialty Area Tests

Early Childhood Education (10020)	520
English as a Second Language (20380)	520
Special Education (10350)	510

Praxis II: Subject Assessments

Biology

Biology: Content Knowledge, Part 1 (20231)	152
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Biology: Pedagogy (30234)	TR-QSTED (Test Required- Qualifying Score to be Determined)

Chemistry

Physical Science: Content Knowledge (20481)	155
Chemistry: Content Knowledge (20241)	147
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<i>Testing Areas</i>	<i>Required Scores</i>
Mathematics	
Mathematics: Content Knowledge (10061)	141
Mathematics: Proofs, Models, and Problems, Part 1	154
Mathematics: Pedagogy (20065)	135
Social Studies	
Social Studies: Content Knowledge (10081)	145
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Spanish	
Spanish: Content Knowledge (10191)	153
Spanish: Productive Language Skills (20192)	166
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The Praxis Series is a nationally administered assessment with test centers located throughout the United States. For more information, including registration procedures and fees, applicants may contact 1-800-772-9476 or the Praxis website address www.ets.org/praxis. Written inquiries should be forwarded to The Praxis Series, Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541-6051.

The Sylvan Tech Center located at 1025 Connecticut Avenue, NW, Washington, DC 20036, offers the Computer Based Academic Tests (CBT) in Reading, Writing, and Mathematics on a daily basis. Applicants may contact the office for more information on the computerized assessment by calling (202) 955-5887.

Applicants may also request Registration Bulletins and study guides by contacting the Office of Human Resources, Educational Credentialing and Standards Branch on (202) 442-5377.

DIRECTIVE

District of Columbia Public Schools
825 North Capitol Street, NE
Washington, DC 20002

DIRECTIVE

a.a.

ORIGINATING OFFICE	NUMBER 652.8
Office of Human Resources Educational Credentialing and Standards	DATE February 1, 1999
SUBJECT Praxis Series: Professional Assessments for Beginning Teachers	RECISION

Title 5, Chapter 1001 of the District of Columbia Municipal Regulations, "Teacher Testing" and Chapter 1308 "Teacher and Instructional Personnel Testing" authorizes the implementation of a testing policy for all teachers seeking licensure in the District of Columbia Public Schools. This directive sets forth the regulations and requirements regarding teacher testing.

All teachers and other professionals who apply for licensure must take the appropriate examinations from the Praxis Series: Professional Assessments for Beginning Teachers. Predetermined scores must be achieved on the Pre-Professional Skills Tests (PPST) or the Computer-Based Academic Skills Tests (CBT) in Reading, Writing, and Mathematics prior to provisional certification in the District of Columbia. Additionally, all newly hired teachers and other professionals who are seeking an additional subject-matter endorsement are required to successfully pass the appropriate Praxis II: Subject Assessment or Specialty Area test(s) before receiving standard certification.

The Praxis I: Pre-Professional Skills Tests include the following areas and required scores:

<i>Testing Areas</i>	<i>Required Scores</i>	<i>Testing Areas</i>	<i>Required Scores</i>
PPST Reading (10710)	172	CBT Reading (0711)	319
PPST Writing (20720)	171	CBT Writing (0721)	316
PPST Mathematics (10730)	174	CBT Mathematics (0731)	319

The Praxis II: Subject Assessments and Specialty Area Tests are in the following content areas:

Testing Areas

Required Scores

Specialty Area Tests

Early Childhood Education (10020)	520
English as a Second Language (20380)	520
Special Education (10350)	510

Praxis II: Subject Assessments

Biology

Biology: Content Knowledge, Part 1 (20231)	152
Biology: Content Knowledge, Part 2 (20232)	144
Biology: Pedagogy (30234)	TR-QSTED (Test Required- Qualifying Score to be Determined)

Chemistry

Physical Science: Content Knowledge (20481)	155
Chemistry: Content Knowledge (20241)	147
Physical Science: Pedagogy (30483)	145

Elementary

Elementary Education: Curriculum, Instruction, and Assessment (10011)	146
Elementary Education: Content Area Exercises (20012)	148

English

English Language, Literature, and Composition: Content Knowledge (10041)	142
English Language, Literature, and Composition: Pedagogy (30043)	150

General Science

General Science: Content Knowledge, Part 1 (10431)	136
General Science: Content Knowledge, Part 2 (10432)	143
Physical Science: Pedagogy (20483)	145

*Testing Areas**Required Scores***Mathematics**

Mathematics: Content Knowledge (10061)	141
Mathematics: Proofs, Models, and Problems, Part 1	154
Mathematics: Pedagogy (20065)	135

Social Studies

Social Studies: Content Knowledge (10081)	145
Social Studies: Pedagogy (30084)	169

Spanish

Spanish: Content Knowledge (10191)	153
Spanish: Productive Language Skills (20192)	166
Spanish: Pedagogy (30194)	170

French

French: Productive Language Skills	173
French: Content Knowledge	155

The Praxis Series is a nationally administered assessment with test centers located throughout the United States. For more information, including registration procedures and fees, applicants may contact 1-800-772-9476 or the Praxis website address www.ets.org/praxis. Written inquiries should be forwarded to The Praxis Series, Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541-6051.

The Sylvan Tech Center located at 1025 Connecticut Avenue, NW, Washington, DC 20036, offers the Computer Based Academic Tests (CBT) in Reading, Writing, and Mathematics on a daily basis. Applicants may contact the office for more information on the computerized assessment by calling (202) 955-5887.

Applicants may also request Registration Bulletins and study guides by contacting the Office of Human Resources, Educational Credentialing and Standards Branch on (202) 442-5377.



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Office of the Chief Human Resources Officer
Educational Credentialing and Standards Branch

825 North Capitol Street, N.E., Sixth Floor
Washington, D.C. 20002-4232
202-442-5377, fax: 202-442-5311

**Deans' and Administrators' Roundtable Meeting
The Catholic University
June 6, 2000
Agenda**

- I. Accreditation of Teacher Education Programs
 - Revised Standards for Accreditation Review
 - NCATE 2000
- II. Professional Development Opportunities
 - Initial Licensure
 - Renewal of Standard / Professional Certificate
 - 1st Annual Professional Educator's Fair
- III. HEA Title II Requirements
- IV. The Administrative Services Credential (New)
- V. "Sharing of Good News"
- VI. Open Discussion

District of Columbia Public Schools
Office of Human Resources
Educational Credentialing and Standards
On-Site Accreditation Schedule

<u>College/University</u> <u>Type of Visit</u>	<u>Date of Next Visit</u>
American University Joint State/NCATE	Fall 2000 October 21-25
Catholic University Joint State/NCATE	Fall 2000 November 4-8
Gallaudet University Joint State/NCATE	Spring 2002
George Washington University Completed Joint/State Visit April 2000	Spring 2000
Howard University Joint State/NCATE	Fall 2001
Trinity College State Only	Spring 2002
University of the District of Columbia State Only	Spring 2002

AGENDA

AUGUST 28, 2000

**OVERVIEW—TITLE II—SECTION 207 OF THE HIGHER
EDUCATION ACT (HEA)**

UPDATES OF THE MEETINGS OF 6/6 AND 7/20

KEY REPORTING DATES—10/7/2000; 4/7/2001; 4/7/2002

DISCUSSION OF CRITERIA

DESIGNING THE FRAMEWORK

WORK GROUPS

Friday, September 15, 2000 Meeting

NAME	INSTITUTION/PROGRAM	TELEPHONE NUMBER	E-MAIL ADDRESS
Jeanie Smith	dcps - Cat prog - Dr.	442-5585	Janie.Smith@K12.dc.us
Poinsettia Petersen	Trinity-	(202) 884-9559	petersomp@Trinitydc.edu
Gloria Grantham	Trinity	(202) 884-9560	granthamg@Trinitydc.edu
Nelda K. Dowskiak	George Washington Univ.	(202) 994-5661	nowsiak@gwu.edu
Jay R Shotel	George Washington Univ	202-994-5641	jshotel@gwu.edu
James Ruff	DCPS	442-5570	james.ruff@K12.dc.us
DAVID MARTIN	Galaudet University	651-5530	david.martin@galaudet.edu
Patricia M. Myers	University of DC	274-7404	PMYERS@udc.edu
Jay Noell	ED	502-7681	Jay.Noell@ed.gov
MARIA E CORTEZ	Catholic University	319-5819	CORTEZ@cua.edu
Sandra Yates	UDC	274-6455	syates@Udc.edu
Yvonne L Coates	DCPS Ed. Credentials & Standards	2/442-6377	ydcoates@yahoo.com
Debra Piro	ETS	609-734-5505	dpiro@ets.org
Peggy Sarver	ETS	609-734-5403	psarver@ETS.ORG
Pat Antanowicz	ETS	609-734-5587	PHANTANOWICZ@ETS.ORG

John II MAZ

Little II
Meeting

9-8-88

Agenda:

1. Janice K. Smith Cat. Prog & Des. 442-5585
2. Yvonne H. Carter Ed. Credential Standards 442-5377
3. James Ruff Cat. Prog Dwr 442-5570
4. Duway G. Winborne ESuc. Acct. 442-5220
- 5) Erika L. Lomax U.S. Dept. of Ed. 502-7505

MEMORANDUM

DATE: August 30, 2000

FROM: Dr. Vinetta C. Jones, Dean
School of Education

**SUBJECT: SUPPLEMENTAL INFORMATION FOR TEACHER
PREPARATION PROGRAM EVALUATION**

As mandated by Title II, college and university teacher preparation programs will soon be evaluated and ranked based on how well individuals who complete the program perform on state licensing and certification assessment in their area of specialization. In other words, Howard's teacher preparation programs will be ranked among other teacher preparation programs in the area based on our students' performance on the PRAXIS.

Title II, however, does allow for the inclusion of supplemental information to be used in the program evaluation process. On Friday, September 1, 2000 faculty from Howard University School of Education and School of Arts and Sciences will meet with individuals from the District of Columbia Public Schools (DCPS) to discuss what additional supplemental information should be included among the program assessment criteria in the state plan and report. The meeting will be held in Founders Library/room 300A from 11:00 a.m. to 2:00 p.m.; lunch will be served.

Please arrange to be present at this very important meeting; it will provide us with the only opportunity to have input into an assessment system that has significant implications for our students and our teacher education programs.

Please reply via e-mail if you plan to attend the meeting.

Coates Yvonne (HRM)

From: Smith, Janice (CPD)
Sent: Friday, August 25, 2000 5:47 PM
To: 'v_jones@howard.edu'
Cc: 'cwest@howard.edu'; Coates Yvonne (HRM)
Subject: Higher Education Act (HEA) of 1998

Dear Dr. Jones:

Reference is made to my conversation with Dr. Carol West today in which we had a brief discussion about the Higher Education Act and its requirements. For more information you are invited to a meeting on Monday, August 28, 2000 at 10:00 a.m. at 825 North Capitol Street, N.E., Room 815I to discuss developing a State Plan for the District of Columbia.

In October 1998, Congress enacted Title II of the Higher Education Act requiring States as recipients of HEA funds and all institutions with teacher preparation programs that enroll students receiving federal financial assistance, to prepare annual reports on teacher preparation and licensing.

Section 207 of Title II requires the annual preparation and submission of three reports on teacher preparation and licensing; one from institutions to states; a second from states to the U.S. Secretary of Education and a third from the Secretary to the Congress.


I am aware that this is a very busy time for you. If you could send a representative to the meeting, that would be great. Should you have questions, please call me on 442-5585 or Ms. Coates on 442-5377. ..

Thank you,

Janice K. Smith
Coordinator, Categorical Programs & Development
District of Columbia Public Schools

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To: "Adams, Russell L." <radams@Howard.edu>, "Boone, Rosalie S." <rboone@Howard.edu>, "Brown, Joan" <joaBrown@Howard.edu>, "ydcoates@yahoo.com" <ydcoates@yahoo.com>, "Davis, James J." <jdavis@Howard.edu>, "Edmonds, Henriette H." <hedmonds@Howard.edu>, "Hollander, Roberta B." <rhollander@Howard.edu>, "Hughes, Gerunda B." <ghughes@Howard.edu>, "Irving, Marilyn M." <mirving@Howard.edu>, "Kennedy, Winston" <wkennedy@Howard.edu>, "Johnson, Wilfred A." <wajohnson@Howard.edu>, "Jones, Vinetta C." <v_jones@Howard.edu>, "Leslie, Joshua A." <jleslie@Howard.edu>, "Moore, Ettyce H." <emoore@Howard.edu>, "Nicholson, Jesse M." <jnicholson@Howard.edu>, "james.ruff@k12.dc.us" <james.ruff@k12.dc.us>, "rolin_s@hotmail.com" <rolin_s@hotmail.com>, "Sundiata, Ibrahim" <isundiata@Howard.edu>, "Terrell, James" <j_terrell@Howard.edu>, "rltd@howard.edu" <rltd@howard.edu>, "Traylor, Eleanor W." <etraylor@Howard.edu>, "Venable, Demetrius D." <dvenable@Howard.edu>, "Williams, Arthur L." <alwilliams@Howard.edu>, "Collins, Joseph D." <JCollins@Howard.edu>, "duvon.winborne@k12.dc.us" <duvon.winborne@k12.dc.us>, "Winfield Jr., George A." <gwinfield@Howard.edu>, "Jones, Evora W." <ejones@Howard.edu>, "Twitty, Geraldine W." <gtwitty@Howard.edu>, "Harper, Frederick D." <fharper@Howard.edu>, "aadebeye@fac.howard.edu" <aadebeye@fac.howard.edu>, "Kerr, Hortense R." <hkerr@Howard.edu>, "Barker, Carolyn" <cbarker@Howard.edu>, "Wyche Sr, LaMonte G." <lwyche@Howard.edu>, "Anderson, Noma B." <nanderson@Howard.edu>

Subject:

Date: Wed, 6 Sep 2000 15:35:55 -0400

Dear Colleague;

This is an invitation to attend a workshop on Friday, September 15, 2000, from 9:00 a.m. until 3:30 p.m. The workshop will be held in room 330A

in the Founders Library. It is designed to help college faculty understand the content of the Praxis II Tests, the kinds of problems students typically have with the tests, and strategies for helping students prepare for the tests. Praxis II workshops are also designed to get Arts and Science (content area) faculty talking with Education faculty. It takes all of the faculty working together to align curriculum and prepare students in a coherent effective way.

Praxis II tests are for professional licensure. Nearly all

professions (e.g. law, medicine, accounting, real estate, and cosmetology) require tests for licensure, and nearly all candidates for professional licensure undertake serious preparation for the tests. Yet studies have shown that fully 1/3 of candidates for teacher licensure do not prepare in any way. The workshops are designed to help professors assist students in the preparation.

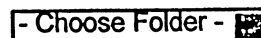
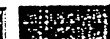
The specific goals of the workshop include helping participants to:

- * Align curriculum with content
- * Look closely at the language and syntax of multiple-choice questions to discern ways in which students might be misunderstanding the questions
- * Analyze the cognitive skills required for test taking (e.g. map-reading skills, graph-reading skills, application, synthesis, and analysis skills)
- * Apply constructed-response scoring scales to actual candidate responses (helping participants to understand scoring rubrics and their uses)

Continental breakfast will be served, as well as a light lunch.

If you are interested in attending, please R.S.V.P. to Dr. Joan Brown at joabrown@howard.edu or 202-806-5298.

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**District of Columbia Public Schools
Office of Human Resources
Educational Credentialing and Standards**

*****LICENSURE AREAS REQUIRING PRAXIS I**

Middle School Education - 1610

Physics - 1617

Computer Science - 1618

Home Economic - 1620

Industrial Arts - 1621

Business Education - 1622

Marketing - 1624

Performing Arts (Drama/Theatre) - 1631

Performing Arts (Dance) - 1632

*Reading - 1634

Art - 1636

Foreign Language Latin - 1639

Health & Physical Education – 1641

Music (Instrumental) - 1645

Music (Vocal) - 1646

Bilingual Education - 1649

Bilingual Special Education - 1650

Adult Basic Education - 1653

*School Counselor - 1657

*Speech Language Pathologist - 1656

*School Psychologist - 1659

*School Social Worker - 1660

*School Librarian - 1662

*Audiologist - 1663

Computer Education Laboratory Teacher - 1664

*Requires a Master's degree in the licensure area.

**Requires a Master's degree with either the Bachelor's or Master's in a teaching area.

***Requires Praxis I Academic Skills Assessment.